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ABSTRACT

This teaching module is designed to present guidelines for developing a child-centered reading program. Participants are shown how to utilize the information developed in previous modules in this sequence in order to structure a comprehensive, yet free and open, reading program. Emphasis is placed on the child as decision maker and the teacher as structurer of alternatives. Upon completion of the module, participants should be able to develop an acceptable outline for a hypothetical reading program which involves synthesizing previously developed module information. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.12 DEVELOPING A CHILD-CENTERED CURRICULUM

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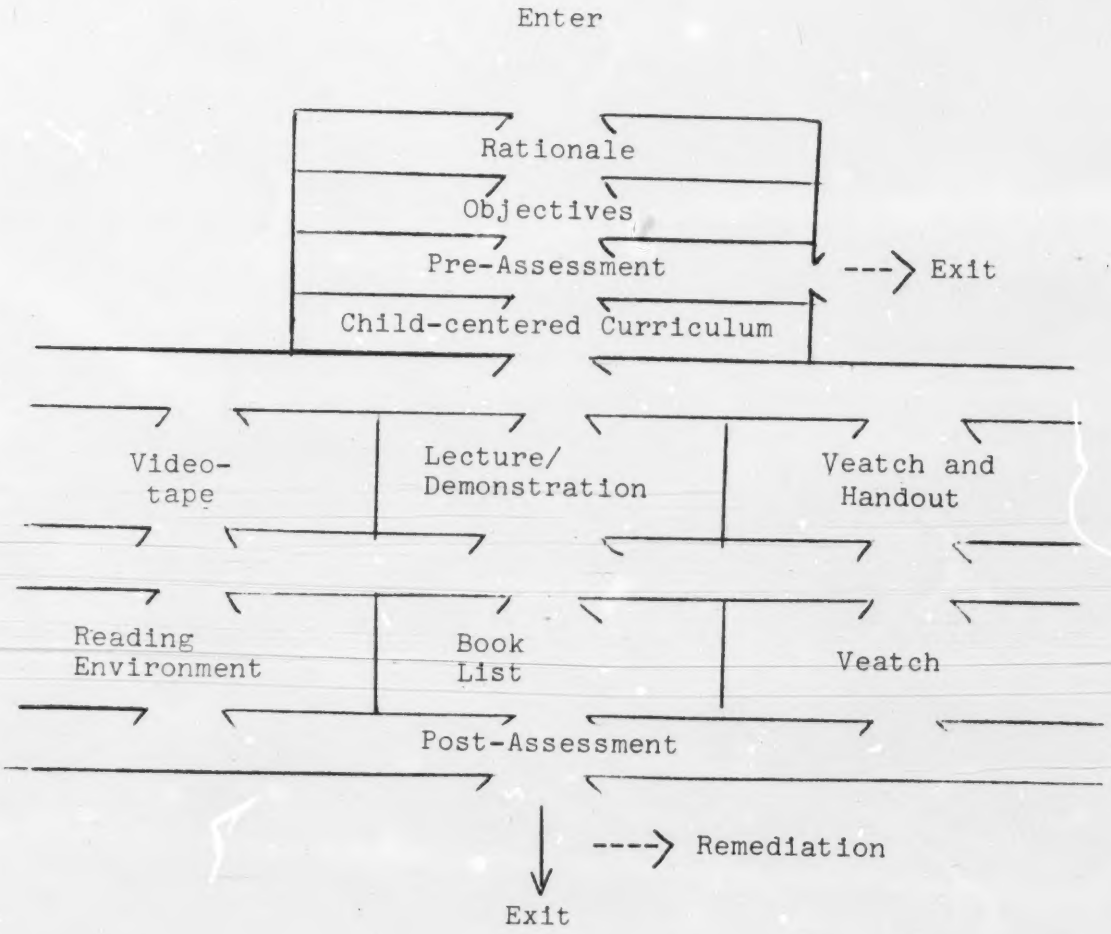
DEVELOPING A CHILD-CENTERED CURRICULUM



RATIONALE

The plethora of reading programs have teacher-centered basal-reader frameworks. This result stems from two considerations. First, basal-reader programs provide the teacher with a total reading approach replete with stories, activities, comprehension sections, skill development activities, vocabulary development activities, practice materials, and supplemental materials. A teacher's guide is included which tells the teacher exactly what to do, how to do it and when to do it. One has to extend very little energy to teach reading. Second, because of their vast array of material the teacher is led to believe that the basal-reader is the most complete and therefore successful material. This type of program, however, serves the needs of the teacher rather than the student.

This module is designed to present the guidelines for developing a child-centered program. The participant will be shown how to utilize the information developed in the previous modules to structure a comprehensive, yet free and open reading program. Emphasis will be placed on the child as a decision maker and the teacher as the structurer of alternatives. The philosophy of the learning module concept is reflected in the child-centered reading program.

OBJECTIVES

Given a series of learning alternatives on developing a child centered reading curriculum, the participant will be able to:

- develop an acceptable outline for a hypothetical reading program which involves synthesizing previously developed module information

PRE-ASSESSMENT

Prepare an outline for a hypothetical reading program synthesizing previously developed module information.

Learning Alternatives

I. Required: (A and either B, C. or D)

A. The participants are required to develop a child-centered reading curriculum for the body of students they are presently teaching. Provision should be made for:

1. The reading environment
2. Trade book selection
3. A skills component
4. Vocabulary development
5. The extension of comprehension/critical thinking ability
6. An organizational structure
   a. USSR
   b. Conference
   c. Sharing

The participant is not required to implement this program. Participants in alternative B, C, or D will provide the basic information to fulfill this requirement.

B. View the video-tape examination of "Open Reading." This tape presents a simulation of an ideal reading program in process. Specific characteristics and aspects of the program are highlighted during the process of the tape. The viewer will have an opportunity to learn the components of a child-centered reading program through their exemplification.

Emphasis is placed on the student as the prime agent of the reading program, the self-selection of books, the reading conference, record keeping, sharing, silent reading, temporary skill grouping, and the skills file. Participants will have an opportunity to learn how a program is run by watching one in action.

C. Attend teacher lecture/demonstration on "How to Develop a Child-Centered Reading Program."

POST-ASSESSMENT

Prepare an outline for a hypothetical reading program synthesizing previously developed module information.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

Lecture Outline

I. What is a child-centered curriculum
   A. Developing skill, content and interest centers
   B. Synthesizing previously presented modular content

II. Materials and preparation for developing a skills sequence

III. A child-centered plan
   A. Selection and preparation of books
   B. USSR
   C. The conference
   D. Independent work period
   E. Sharing

IV. Evaluation and record keeping in a child-centered program

D. Read the excerpted selections from Veatch, Jeanette. Reading in the Elementary School. (New York: The Ronald Press Co., 1966), and study the included handout.

II. Optional: May be done for extra credit.

A. Design an ideal reading en ironment according to the specific characteristics developed, and structure this environment within the framework of the classroom in which you are teaching.

B. Prepare a list of twenty-five books for a child-centered reading program according to established guidelines.

C. Read: Veatch, Jeanette. Reading in the Elementary School. (New York: The Ronald Press Co., 1966).

BIBLIOGRAPHY

1. Barbe, Walter. An Educator's Guide to Persodized Reading. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

2. See, D. M. and R. Allen. Learning to Read Through Experience. New York: Appleton-Century-Crofts, Inc., 1963.

3. Veatch, Jeanette. Reading in the Elementary School. New York: The Ronald Press Co., 1966.